

Achievement and Accountability in the District of Columbia

Presentation to the
State Board of Education
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Highlights

- Continued progress in student achievement – test scores up across the District of Columbia
- Continued progress in closing Black-White and Hispanic-White achievement gaps
- OSSE continuing to strengthen rules and policies for accountability and assessment

OSSE's Role in Assessment and Accountability

State Board advises and approves academic standards and the state accountability plan.

OSSE sets rules and policies around accountability.

- Includes setting standards, creating assessments, setting Annual Measurable Objectives, submitting State Accountability Workbook to US Department of Education, monitoring, training, making accountability determinations.

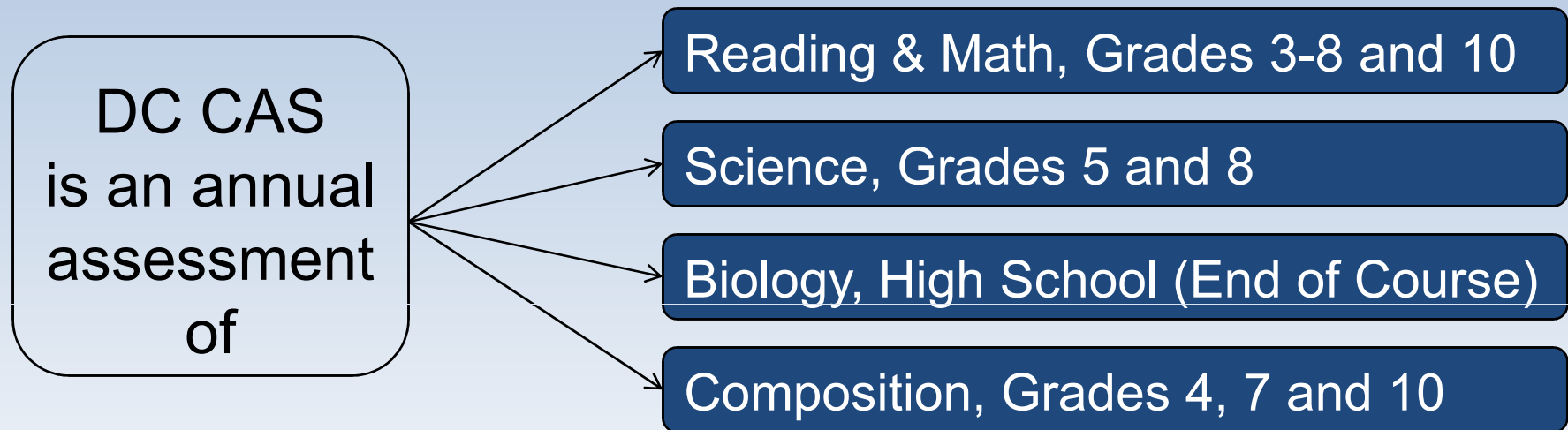
LEAs make important decisions and work with OSSE to properly implement state accountability workbook.

- Includes making curriculum decisions, hiring teachers, administering assessments, implementing school improvement strategies

Schools implement curriculum and educate students; students participate in assessments.

Assessment in the District of Columbia

NCLB requires that each state administer an assessment in reading, math and science. DC fulfills this requirement with the DC CAS, using scores to make accountability determinations.

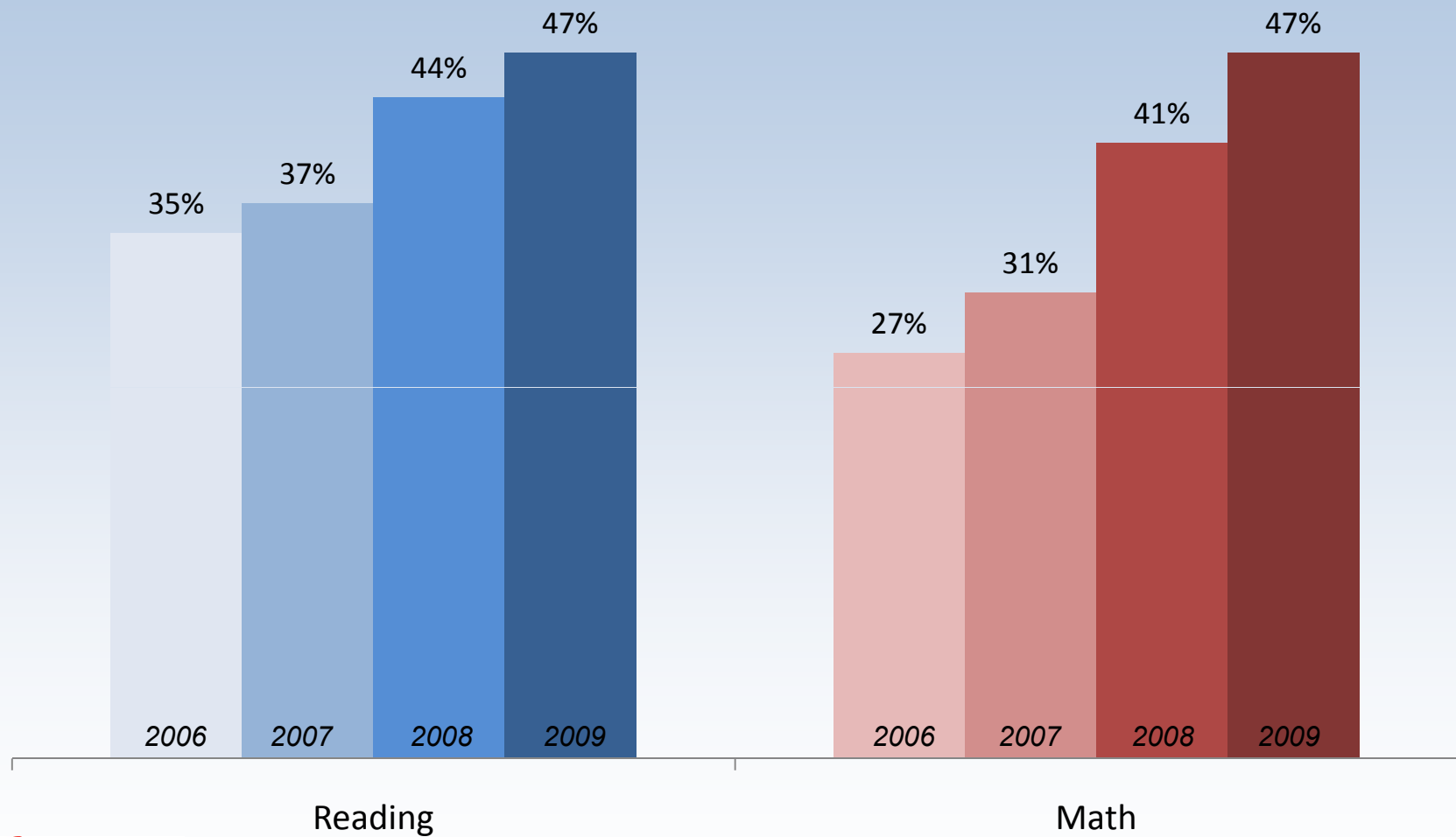


More about the DC CAS...

- Test administered in April; results released in July
- A small group of students (<2%) participate via the DC CAS Alternate Assessment, a portfolio assessment of alternate achievement standards for students with the most significant cognitive disabilities.

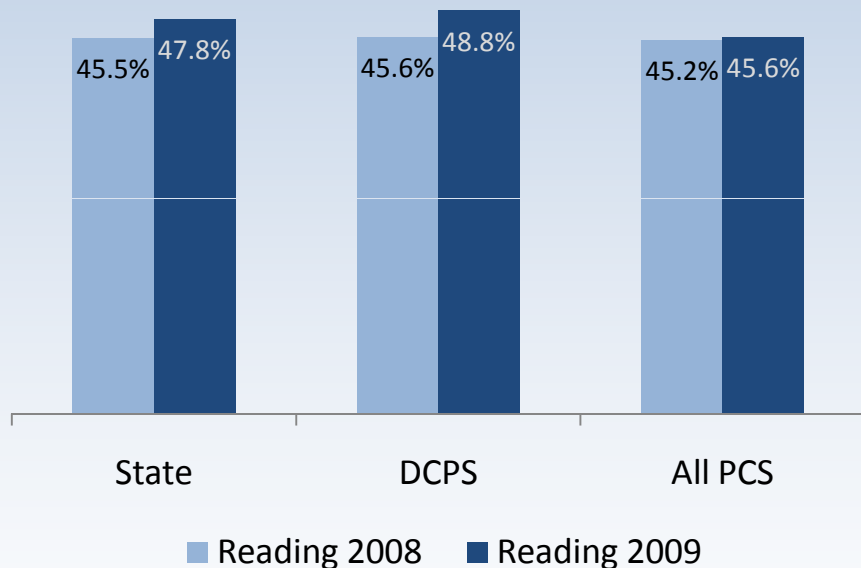
Student Achievement in DC: Reading and Math

State level results

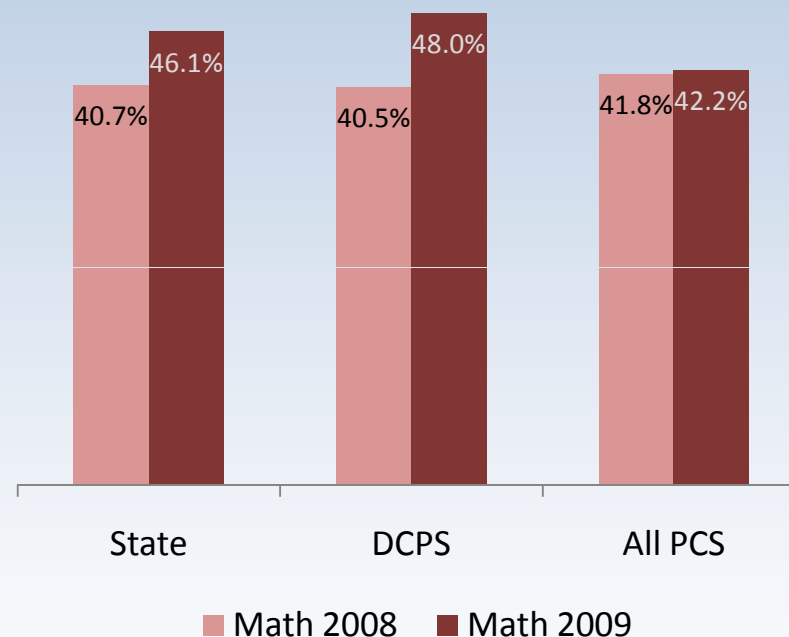


Student Achievement for the State, DCPS, and Public Charter Schools (PCS) *Elementary Schools*

Reading

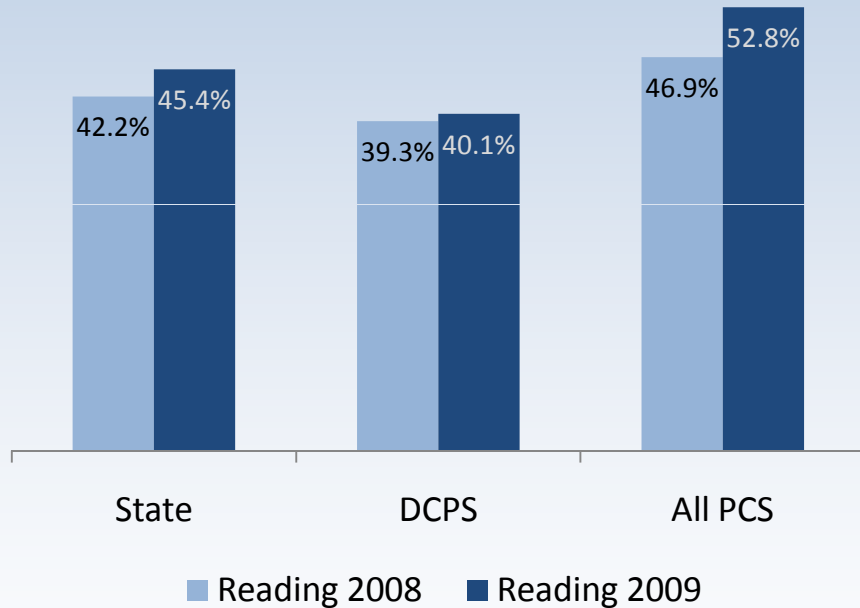


Math

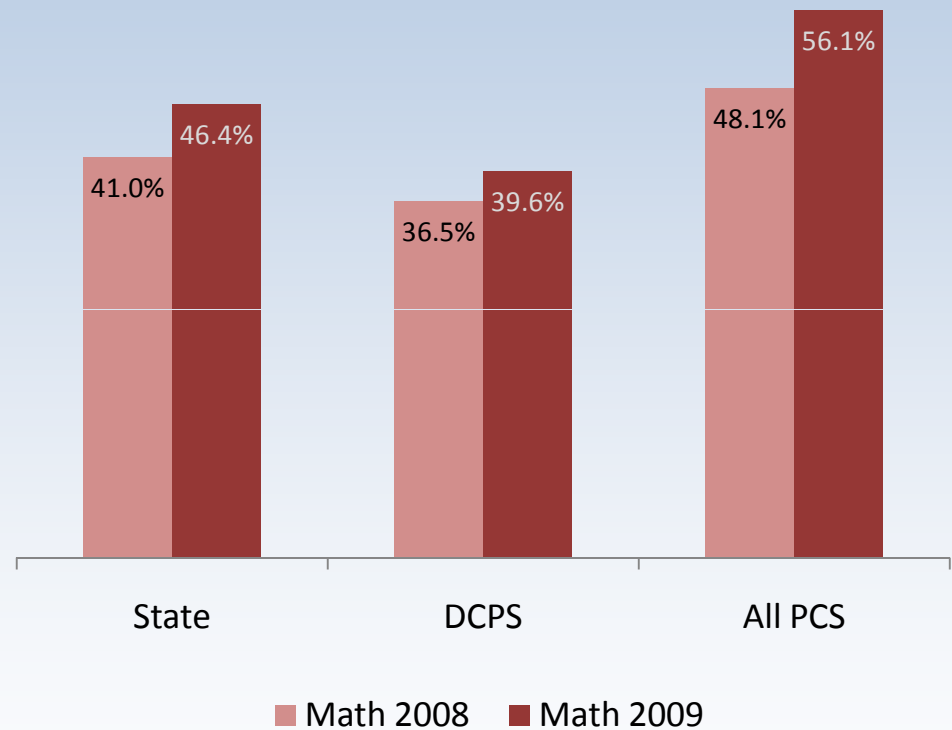


Student Achievement for the State, DCPS, and Public Charter School (PCS) *Secondary Schools*

Reading



Math



Success Across the City



Ron Brown Middle School in Ward 7 gained 10 points in math and 2 points in reading.



Young America Works Public Charter School in Ward 5 gained 8 points in math and 10 points in reading.



Leckie Elementary School in Ward 8 gained 16 points in math and 11 points in reading.



Hope Community Public Charter School – Tolson Campus in Ward 6 gained 7 points in math and 8 points in reading.



Truesdell Elementary School in Ward 4 gained 8 points in math and 3 points in reading.

Closing Achievement Gaps in D.C.

White students
(5% of population)

87% 89% 88%

82% 87% 86%

Hispanic students
(9% of population)

33% 40%
40% 47%
43% 49%

28% 37%
36% 48%
41% 53%

Black students
(85% of population)

2007

2008

2009

2007

2008

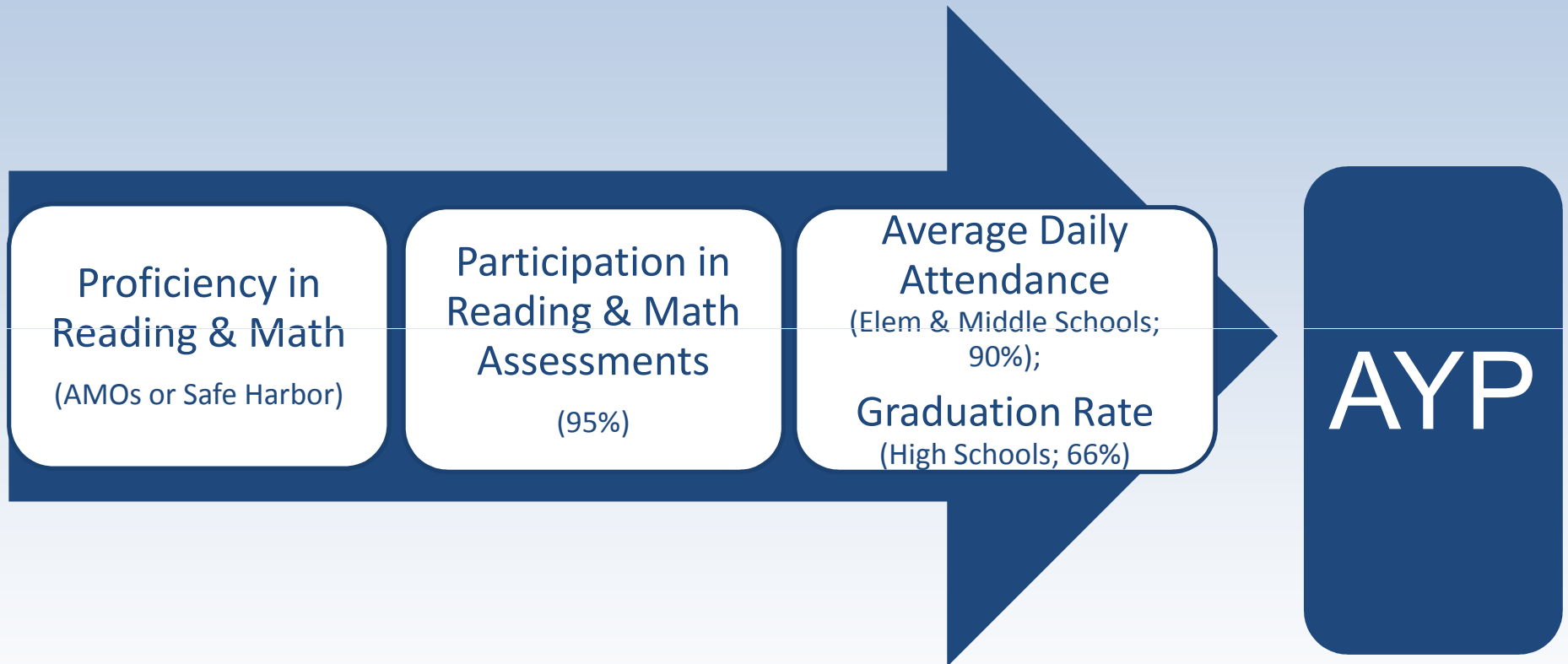
2009

Reading

Math

Accountability in the District of Columbia

How do LEAs & schools in DC make Adequate Yearly Progress (AYP)?



AMO = Annual Measurable Objectives

Elementary: Reading 60.53%; Math 55.21%

Secondary: Reading 57.69% ; Math 55.41%

Safe Harbor = Reduce the % of non-proficient students by 10%

Important Facts about AYP

Defining who counts

- Full Academic Year: enrolled in a public school on the official state enrollment date in October and the first day of testing.

Determining subgroups

- The minimum size for a subgroup is 25 students

DC's AYP definition is more rigorous than other states

- DC does not use confidence intervals
- DC does not use standard errors
- The most common group size is 30; smaller group size means tougher accountability

Which students are included?

- **70,295** students enrolled in DCPS or public charter schools in 2008-2009*
- **32,726** students enrolled in grades 3-8 and 10 at the time of testing
 - **98%** *participated in testing*
 - **93%** *met Full Academic Year definition and were included in AYP determinations at their individual school*

OSSE's Role: Review AYP Appeals & Petitions

AYP Appeals: Statistical Questions or Errors

- 21 schools submitted appeals
 - 10 were approved
 - One resulted in a school making AYP when it had not made AYP in preliminary results
 - 11 were not approved

Petitions: Implementing New Policies

- 12 schools submitted petitions for new or consolidated school
 - 3 were granted new school status
 - 9 were granted consolidated school status
 - No school's AYP changed as a result of receiving consolidated status



Determination letters are available at nclb.osse.dc.gov

2009 AYP Determinations

- 48 schools (26%) made AYP
 - 35 DCPS; 13 Public Charter Schools
- 18 schools in improvement made AYP
 - 6 schools in Restructuring made AYP

OSSE's Role: Determine School Improvement Status

All DC

	Elementary Schools		Secondary Schools	
	2008	2009	2008	2009
In Good Standing	41	38	17	15
Year 1 Improvement	27	15	4	7
Year 2 Improvement	29	25	7	3
Corrective Action	19	20	8	5
Restructuring - Year 1	15	15	13	6
Restructuring - Year 2	5	13	21	25
Total	136	126	70	61

Breakdown
by LEA type

	Elementary				Secondary		
	2009 Total	DCPS	PCS		2009 Total	DCPS	PCS
In Good Standing	38	21	17		15	5	10
Year 1 Improvement	15	7	8		7	2	5
Year 2 Improvement	25	16	9		3	0	3
Corrective Action	20	16	4		5	1	4
Restructuring - Year 1	15	13	2		6	2	4
Restructuring - Year 2	13	13	0		25	19	6
Total	126	86	40		61	29	32

OSSE's Role in School Improvement

As the State Education Agency (SEA):

- OSSE determines Local Education Agency (LEA) eligibility and allocation amounts for the federal school improvement funds from the US Department of Education, reviews and approves LEA applications for the school improvement funds, and awards the grant funds to the LEAs;
- OSSE reviews school improvement expenditures and reimbursement requests from LEAs for compliance with federal and programmatic requirements and with their approved applications and budgets; and
- OSSE monitors the administration and implementation of the federal school improvement grants by LEAs.

OSSE's Vision for 2010 Assessments

- Training for LEAs on test score interpretation – Sept. 2009
- New guidelines on accommodations for students w/ disabilities – Oct. 2009
- New guidelines on participation in the Alternate Assessment – Oct. 2009
- Training for LEAs on using longitudinal data – Nov. 2009
- New guidelines on test administration – Dec. 2009
- Training for LEAs on test administration – March 2010
- DC CAS Administration – April 2010
- Results – Spring/Summer 2010

More to come...

- *Technical Advisory Committee (TAC)*
- *Common Core Standards*



Review of Highlights

- Continued progress in student achievement – test scores up across the District of Columbia
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